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ABSTRACT

A collaborative responsive model for teacher education using the potentials of the teacher center concept is described. This model was created in response to the theory practice gap commonly found in many teacher education programs. Utilizing the model, two field based programs were initiated. The two teacher centers involved were each served by an advisory board composed of equal partner representatives from each of several educational constituencies. Each program is designed through the teacher center to prepare teachers to work in urban/inner city schools with a high percentage of multicultural students. While the model includes an inservice program, this paper is limited to discussing the preservice program. The goal of this model program is to contribute to the improvement of teacher education in the following ways: (1) to demonstrate an effective teacher preparation program in the teacher center setting; (2) to demonstrate a model that can be easily replicated in other urban settings; (3) to demonstrate a theoretical model with a strong research component; (4) to define the goals and objectives of a teacher education program and identify the competencies that program participants must possess in order to accomplish these goals; (5) to provide for a well trained, qualified teacher who is especially equipped for successful teaching in educationally disadvantaged inner city schools; and (6) to provide a more clinically oriented, less sterile, preservice teacher education training experience than is available in the traditional university campus based teacher preparation program. (JD)

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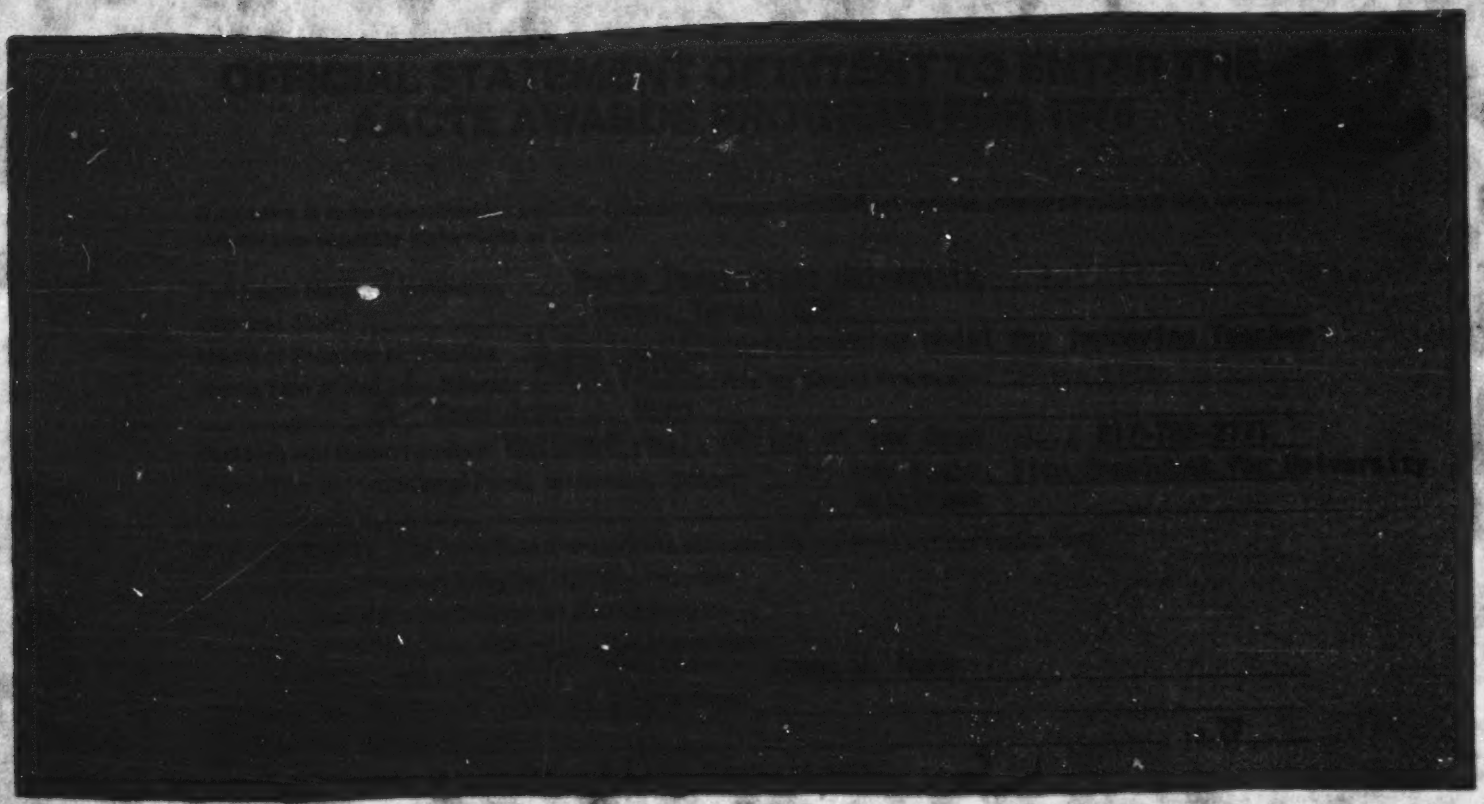
# A COLLABORATIVE-RESPONSIVE TEACHER CENTER MODELS FOR PREPARING TEACHERS

Submitted by
North Texas State University
For
The AACTE Distinguished Achievement Award



1978 Distinguished Achievement Awards Program

ENTRY SUBMITTED BY:

North Texas State University
Dr. C. C. Nolen, President

ON BEHALF OF

The Cooperating Teacher Training Project,
The Preston Hollow Teacher Center
The West Dallas Teacher Education Project

AND

Dr. David Boger
Dr. N. Wesley Earp
Dr. Richard Simms
Dr. Fred W. Tanner
Dr. Douglas Westbrook

TRANSMITTED BY

James J. Muro

James J. Muro, Dean and
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North Texas State University
Denton, Texas 76203
College of Education

November 18, 1977

Distinguished Achievement Award Program AACTE
Suite 610
One Dupont Circle
Washington, D. C. 20036

Dear Sirs:

It is a pleasure for me to endorse the College of Education, North Texas State University entry for the Distinguished Achievement Award. This entry has special significance for the educational community because it demonstrates clearly that an institution of higher education can collaborate with other external educational constituencies in improving the preparation of teacher candidates. Moreover, it demonstrates that internal funding of educational innovation is possible if the parties involved view the innovation as having merit and are truly committed to implementation.

Sincerely,

C. C. Nolen

C. C. Nolen
President
North Texas State University

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# A COLLABORATIVE - RESPONSIVE TEACHER EDUCATION MODEL FOR PREPARING TEACHERS

## A Summary

Given the popularity of a myriad of educational innovations that have emerged and passed into oblivion in the past decade, it is significant that the teacher center movement is alive and well. To be sure, much remains to be done if the teacher center concept is to become an effective vehicle for improving the educational opportunities for youth. Since the movement is still in its infancy, there is a critical need for the development, implementation and evaluation of theoretical models which have the capability of providing new insights into the phenomenon.

In Texas, the teacher center concept gained early acceptance and it remains today as one of the vanguard states in the teacher center movement. Early in 1971, the Dallas Teacher Education Center and North Texas State University, the premier teacher education institution in the Southwest for nearly two decades, jointly developed a collaborative - responsive model for teacher education. This model was created in response to the theory - practice gap commonly found in many teacher education programs of the period. Utilizing the model, two - field based programs were initiated under the umbrella of the Dallas Teacher Education Center in the Dallas Independent School District in 1972. Subsequently in 1977, a similar program was implemented under the Fort Worth Teacher Education Center in the Fort Worth Independent School District.

Each teacher center (DTEC and FWTEC) is served by an advisory board composed of equal partner representatives from each of several educational constitutencies. Both the centers and their programs have been funded exclusively from internal funds since their inception, thus indicating a high level of commitment to the institutionalization of the teacher center concept.

In brief, each semester 25-35 NTSU senior level teacher candidates are prepared in each of the three professional-semester programs. Each program is designed through the teacher center to prepare teachers to work in urban/inner city schools with a high percentage of multi-cultural students. Since the model has a strong research component and has been operational for more than five years, it has produced a rich bank of research data on the impact of teacher center programs on preservice teacher education. These data have been used in making adjustments and refining the Collaborative - Responsive model.

A COLLABORATIVE-RESPONSIVE TEACHER CENTER MODEL FOR PREPARING TEACHERS

## Introduction

In January 1972, the Higher Education Task Force on Improvement and Reform (HETFIRE) was created jointly by AACTE and USOE to conceptualize the best thinking of the higher education/teacher education community concerning the reform of American education. The HETFIRE Report, Obligation for Reform, which emerged from the task force two years later (1974), presented an action program designed to bring about lasting improvement in American education. The task force's conception was predicated on three basic assumptions: (1) that educational improvement will result only from accelerated reform; (2) that this reform can be brought about only through significant changes in teacher education; and, (3) that these changes can be effected only through a partnership arrangement of all constituencies concerned with education.

The task force argued that neither higher education nor public schools alone can prepare teachers effectively. Moreover, educational professional development was seen by the task force as a career-long process, beginning when a prospective teacher enters a preparation program and terminating only when he/she leaves the profession. In the interim, during the professional career of the teacher, the various constituencies concerned with education must form a parity partnership to collaboratively plan and provide for the professional needs of each and every teacher. According to the task force, professional development programs should be characterized by (1) the integration of theory and practice in teaching and learning; (2) the development of measurable performance instruction; (3) experience and learning in school

related areas such as community and social agencies, business and politics; and, (4) the application of research findings.

To be sure, the teacher centering concept advocated by the HETFIRE Report is hardly new. In fact, by the time that the report was published and disseminated, Yarger and Leonard (1974) estimated that as many as 4,500 teaching center programs were already extant in the nation. Schmieder (1974), writing in the Journal of Teacher Education, pointed out that the impetus for teacher centering not only flowed from many sources but that it had a broad base of support which antedated the HETFIRE Report by at least a quarter of a century.

Although few concepts in educational reform have captured the imagination of so many educational constituencies in such a brief period of time, much remains to be done if the teacher center concept is to become an effective vehicle for improving the educational opportunities for youth. For example, in a nationwide survey of teacher centers, Yarger and Leonard (1974) found several critical weaknesses. First, they found that certain groups, namely, preservice teachers and administrators, frequently did not participate in the programs that had been designed for them. Secondly, despite the increasing emphasis in American education on accountability and evaluation, there appeared to be little activity in this area in the teacher center movement. Thirdly, teacher centers tend to be staffed with part-time rather than with full-time personnel. Fourthly, the teacher center movement in American education is promoted to a large degree with external rather than with internal funds. Lastly, with few exceptions teacher center activities are scheduled after the regular working day and, thus, cut into the personal time of the people they are designed to serve.

In Texas, the teacher center concept gained early acceptance and the state remains today in the vanguard of the teacher center movement. The 61st Texas Legislature (1969) enacted Senate Bill 8 (The Student Teaching Act) into law. This legislation (a) defines teacher education as the joint responsibility of the college/university, the elementary-secondary school and the state; (b) provided for on-going preparation of school personnel involved in teacher education; and, (c) financed the teacher education function of the public elementary-secondary school. At the local level, the Dallas Teacher Education Center (DTEC), an educational cooperative, was formed under the leadership of the Dallas Independent School District (DISD) and was funded initially by the U.S. Office of Education in 1970. The major purposes of DTEC were to provide (a) urban-oriented preservice teacher education programs; (b) staff development; (c) product-research and development; (d) laboratory testing of strategies and proven modes of teaching; and, (e) dissemination of programs adapted by the Dallas ISD.

## Origin of the Model

In 1971 the Dallas Teacher Education Center and North Texas State University, the premier teacher education institution in the Southwest for nearly five decades, jointly developed a collaborative-responsive model for preservice teachers. This model, which was created in response to the theory-practice gap commonly found in many if not most of the teacher education programs of the period, was implemented in 1972 under the umbrella of the Dallas Teacher Education Center. In that year, two field-based programs were initiated in the Dallas ISD to prepare inner-city teachers, one at the elementary level and the other at the secondary level. In 1977, using the

same model, a program for preparing teachers for essentially middle-class secondary schools was cooperatively planned and implemented by the Fort Worth Independent School District (FWISD), the Fort Worth Teacher Education Center (FWTEC) and North Texas State University. The model includes an in-service program which interfaces with the preservice program. However, because of space limitations this paper is limited to the preservice program.

## The NTSU-DTEC-FWTEC Collaborative-Responsive Model

The NTSU-DTEC-FWTEC Collaborative-Responsive Model is a developmental rather than an operational model (Figure 1). Antedating both the HETFIRE Report and teacher center legislation, the NTSU and DTEC partnership is perhaps one of the oldest such relationships in the nation. Since the model has a strong research component, a rich data bank has been created on the impact of the teacher center program on preservice teacher education. Inherent within the model are provisions for input from all partners, including the developmental and evaluative processes. Each teacher center (DTEC and FWTEC) is served by an advisory council composed of representatives from the local education agency (LEA), institutions of higher education (IHE), professional education association (TSTA), regional education service centers, pre-service teachers, and the Texas Education Agency (TEA). Program development has proceeded in a context of cooperation between NTSU faculty members and administrators, resource persons, supervising teachers and administrators from the Dallas and Fort Worth Independent School Districts, as well as professionals representing the other components of DTEC and FWTEC.

Although the model appears to be highly mechanistic, such is not the case in reality. In practice, a high degree of autonomy exists between

the three centers, thus allowing for the development of programs which are responsive to the unique needs of each center or school. Over the past five years considerable effort has been expended in defining the roles and functions of the various elements of the model as well as providing for the interfacing of the elements.

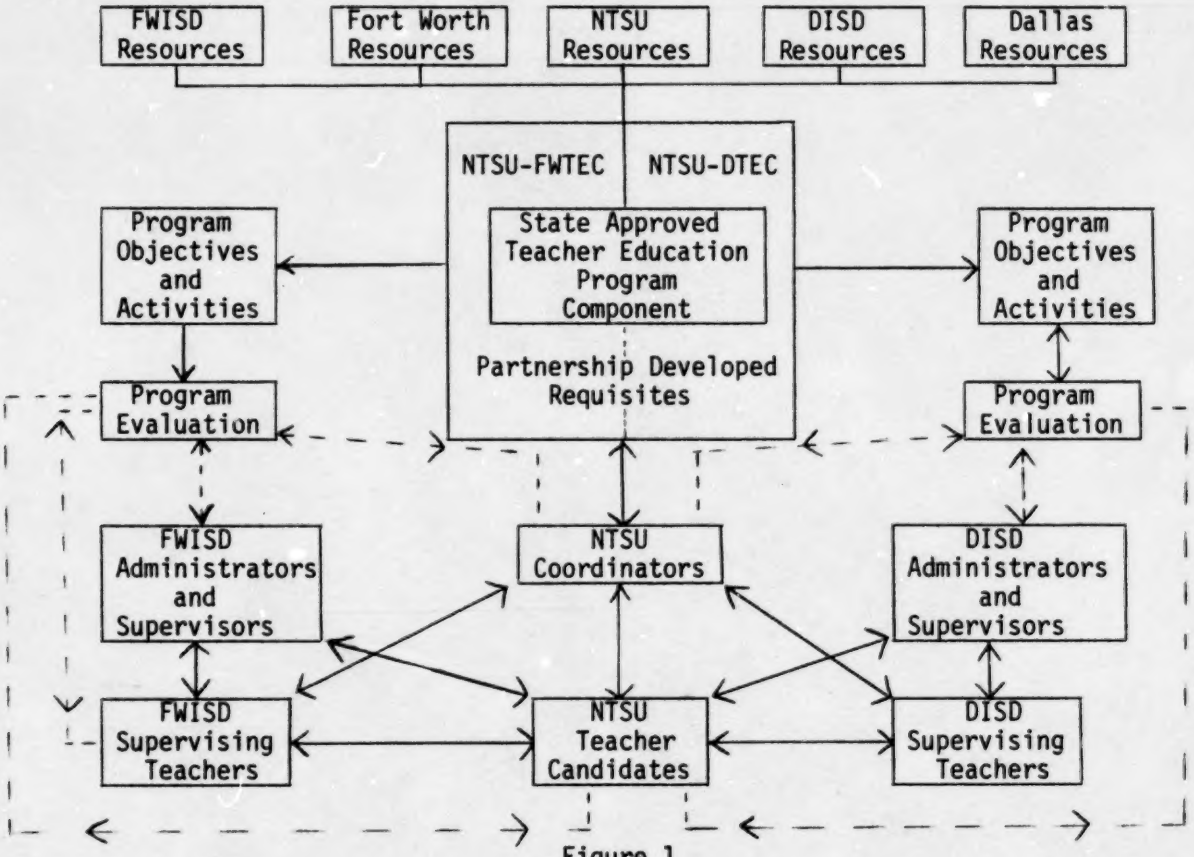


Figure 1

The NTSU-DTEC-FWTEC Collaborative-Responsive Model

For each of the eleven semesters of the existence of the collaborative-responsive model, formal feedback instruments have been administered to both program participants and supervising teachers. In addition,

continuing research has been conducted on each of the programs; thus, providing a longitudinal dimension for assessing the effectiveness of the programs as well as the model itself.

## Budget

Regular full-time College of Education faculty have been used in the program since its inception in 1972. Resources for the operation of each of the programs included in the model come directly from the regular operating budget of the College of Education. The Dean of the College has provided financial as well as professional support in the implementation and continued operation of the model. The Dallas and Fort Worth Independent School Districts provide classroom facilities, audio-visual equipment, and offices and phones for the program staffs. Although no external funds have been used in either the planning, the implementation or the evaluation of the model, the North Texas State University Faculty Research Fund has regularly provided support for research and follow-up studies.

## Program Designs and Goals

The collaborative-responsive model provides for three distinct programs located in different urban sites: Preston Hollow Teacher Center, Pinkston and Adamson High Schools, all located in Dallas; and, the Meacham Middle School, Fort Worth. Each of the three programs is designed to prepare teacher candidates to work effectively in urban settings, particularly with children of different ethnic backgrounds. Each program can be characterized as a field-based, professional semester program. Also, common to each of the programs are the following:

1. All methodological work is based on frequent demonstrations and micro-teaching experiences in the teacher center school. Implementation of concepts and methodology is expected in the student teaching settings.
2. Intensive experiences are designed and implemented to eliminate the "culture shock" of teaching in inner-city schools. The resources of the community and school district are utilized to provide successful but realistic involvement in the urban setting.
3. Personnel, teaching materials, and other resources are provided by the school district. The provision of "resource teachers" is an implementation of the "master teacher" concept. These professionals are assigned to the teacher center and are a part of the program, both as teachers and counselors to the teacher candidates.
4. The use of the team concept is a basic means of emphasizing responsibility in teaching, the development of positive professional interaction, and supportiveness to the prospective teacher. Teaming formats are not only sought in student teaching, but a team approach is also used in meeting assignments, micro-teaching, community surveys, planning, teaching and evaluation.

Specific behaviorally stated goals have been developed for each of the programs; however, they are too voluminous for inclusion here. Because the Preston Hollow program prepares elementary candidates, its goals are different than those of the two secondary programs. The program goals for the elementary program are as follows:

1. The NTSU-DTEC student will experience a full time professional involvement in a school system context resulting in an enhanced level of personal-professional attitudes.
2. The NTSU-DTEC student will accept differences in people and be supportive of children in all types of school settings, meeting educational and human needs within the professional context.
3. The NTSU-DTEC student will function effectively in the several roles and instances of learning.
4. The NTSU-DTEC student will exhibit general classroom competence resulting in confidence of teaching capability.
5. The NTSU-DTEC student will implement the teaching of basic skills of language arts using informal diagnostic techniques and teaching children at an appropriate level.
6. The NTSU-DTEC student will design and implement appropriate social studies learning activities with groups of children using a conceptual, content, generalization scheme.
7. The NTSU-DTEC student will participate in a wide range of profession-related school situations and community elements, relating these to probable impact on children and education.

The program goals for the two secondary programs are as follows:

1. To provide competency-based teacher education designed to prepare teachers for successful teaching in the inner-city.
2. To reduce the gap between didactic instruction and clinical instruction by integrating the two in a field-based, professional semester approach.

3. To provide pre-service teachers with depth level experiences in working with students in schools as well as in community settings.
4. To improve the teacher preparation program by means of full involvement of public school personnel as teacher education team members.

Each semester, some 25-35 NTSU senior level teacher candidates are enrolled in each of the three programs. While the secondary candidates are assigned to the schools already cited, the elementary candidates utilize six different schools for their student teaching experiences. Each of these schools were selected on the basis of leadership, faculty desire to participate in the program, school development program, and the experience of supervising teachers.

## Personnel

Below are the faculty who have worked in the three programs:

| Preston Hollow | West Dallas (Pinkston-Adamson) | |
|---|---|---|
| Dr. Wesley Earp<br>Professor<br>1972-present | Dr. David Boger<br>Assoc. Professor<br>1974-present | Dr. Gerald Ponder<br>Assoc. Professor<br>1974-1976 |
| Dr. Fred Tanner<br>Professor<br>1972-present | Dr. Walter Doyle<br>Assoc. Professor<br>1975-1976 | Dr. Richard Simms<br>Assoc. Professor<br>1972-75, 1976-present |
| Meacham | Dr. Reginald Hinely<br>Professor<br>1972-1973 | Dr. Harold Sunderman<br>Professor<br>1972-1974 |
| Dr. Douglas Westbrook<br>Professor<br>1977-present | | |

A major strength of the Preston Hollow and West Dallas programs has been the long tenure of several faculty members. The cumulative effect of the continuity of leadership has had a significant impact on both programs.

In addition to the above faculty, a number of resource persons, supervising teachers, administrators and supervisors, as well as the advisory council members have actively participated in the functions of the model. However, the number is too large to cite here.

## Research

Two types of research data have been collected on the effectiveness of the NTSU-DTEC-FWTEC model. Pre-post data document gains made during the professional semester. One-year and long term follow-up studies provide comparative data with other programs. Because of the space limitations only selected research findings are provided here.

The data which follow are presented with some trepidation given the host of methodological problem inherent in studies of ongoing training programs with unselected populations and uncontrollable situational variables.

### Elementary Program

Two instruments developed at the University of Texas R & D Center for Teacher Education were selected to measure attitudinal dimensions of the teachers' phenomenological field. Selected factors from the Self Report Inventory (SRI) by Brown and Richek and the Directed Imagination Test (DI) by Veldman provide data on:

1. General Self Perception
2. Optimism-Hope
3. Attitude toward Others
4. Attitude toward Children
5. Teaching Role Identification
6. General Adjustment

These elements were assumed by the researchers to be significant factors of the teachers professional attitudes and were further assumed to relate

to teaching effectiveness.

Data from the SRI and DI were collected on both a pre-post study and a one year follow-up study.

Evaluative data from supervising teachers indicate effective teaching practices by student teachers (Program goals 4, 5, and 6) at the culmination of student teaching. These data are basically in the form of narrative appraisals. The follow-up data indicate quantitative comparisons of classroom performance.

Pre-Post Results - Pre-Post results are presented on 170 NTSU-DTEC program teacher candidates in Table I. These results reflect attitude changes during the progress of the NTSU-DTEC program. Program goals (1), (2) and (3) are significant foci in this evaluation. Data are reported in Table II on the pre and post measures of teacher candidates teaching in inner-city schools. These data provide feedback in respect to the urban education component of the NTSU-DTEC program. Since the teacher candidates in the elementary program were volunteers, the findings presented below are not generalizable beyond the population used in the research project.

Significantly higher post scores accrued on attitudes for participants in the NTSU-DTEC program. Summaries of research in Teacher Education such as that by Peck and Tucker in the Second Handbook of Research on Teaching reveal that this is usually not the case in professional semester programs.

The data in Table II indicate generally significant attitudinal changes in a positive direction during the NTSU-DTEC program for those participants working in inner-city schools. The implication of these findings is that

TABLE I
PRE-POST ATTITUDINAL
MEAN SCORES, NTSU-DTEC PROGRAM PARTICIPANTS

(N = 170)

| FACTOR/INSTRUMENT | PRE-SCORE | POST-SCORE | t | P |
|---|---|---|---|---|
| **DIRECTED IMAGINATION TEST** | | | | |
| Optimism | 4.04 | 4.61 | 4.76 | .0001 |
| Teaching Role Identification | 3.84 | 4.24 | 2.43 | .0007 |
| Self-Ability Perception | 4.12 | 4.60 | 4.71 | .0001 |
| Empathy For Children | 4.20 | 4.65 | 3.76 | .0002 |
| General Adjustment | 3.83 | 4.38 | 5.13 | .0001 |
| **SELF REPORT INVENTORY** | | | | |
| Self-Ability Perception | 26.72 | 27.58 | 4.06 | .0001 |
| Others Scale | 26.25 | 26.72 | 2.52 | .0126 |
| Children Scale | 27.51 | 28.32 | 4.45 | .0001 |
| Hope Scale | 27.02 | 27.69 | 3.29 | .0012 |
| Total Adjustment | 202.35 | 208.67 | 6.37 | .0001 |

TABLE II
PRE-POST ATTITUDINAL MEAN SCORES
NTSU-DTEC PROGRAM PARTICIPANTS STUDENT TEACHERS IN INNER-CITY SCHOOLS

(N = 104)

| FACTOR/INSTRUMENT | PRE-SCORE | POST-SCORE | t | P |
|---|---|---|---|---|
| **DIRECTED IMAGINATION TEST** | | | | |
| Optimism | 4.14 | 4.63 | 3.39 | .0010 |
| Teaching Role Identification | 3.90 | 4.25 | 2.53 | .0127 |
| Self-Ability Perception | 4.23 | 4.59 | 3.04 | .0029 |
| Empathy Toward Children | 4.36 | 4.56 | 1.40 | .1644 |
| General Adjustment | 3.94 | 4.34 | 3.04 | .0030 |
| **SELF REPORT INVENTORY** | | | | |
| Self-Ability | 27.52 | 28.11 | 2.22 | .0284 |
| Others Scale | 26.41 | 26.89 | 1.94 | .0544 |
| Children Scale | 27.88 | 28.63 | 3.33 | .0012 |
| Hope Scale | 27.50 | 28.02 | 2.06 | .0001 |
| Total Adjustment | 205.85 | 211.20 | 4.31 | .0001 |

the program components relating to urban education were effective.

Additional pre-post data were also collected on attitudes and self-concept for two groups (N = 51) of NTSU-DTEC program participants. Instruments used were the Minnesota Teacher Attitude Inventory and the Tennessee Self-Concept Scale. The significant gains made during the program, as may be noted in Table III, tend to verify those gains revealed by other measures.

TABLE III
PRE-POST ATTITUDINAL
MEAN SCORES, NTSU-DTEC PROGRAM PARTICIPANTS

(N = 51)

| FACTOR/INSTRUMENT | PRE-SCORE | POST-SCORE | t | P |
|---|---|---|---|---|
| MTAI | 39.41 | 53.35 | 4.26 | .0001 |
| Tennessee "P" Scale | 373.61 | 382.59 | 4.04 | .0002 |
| Tennessee "D" Scale | 127.34 | 138.63 | 4.93 | .0001 |

Thus, an examination of all formal pre-post data reveal a pattern of positive significant gains made throughout the NTSU-DTEC program.

Elementary Program: Follow-Up Study Results

In addition to the previously cited attitudinal data showing changes in program participants' attitudes, data were also obtained comparing graduates of the NTSU-DTEC program with graduates of the campus based program from the same teacher education institution (NTSU). The Directed Imagination Test and the Self-Report Inventory provided comparative attitudinal data. Two types of performance measures were used; the Teaching Analysis Instrument (TAI) and the Principal's Rating (PR). The Teaching Analysis Instrument, developed by Hunter of UCLA is an observational instrument which has been recommended by the R & D Division at UCLA.

The TAI is designed to provide data on cognitive and affective aspects of the teacher's performance. A trained observer using the TAI made two classroom observations of each first year teacher. An interrater reliability of .76 was attained with another trained rater. Composite scores of perceived teacher effectiveness were analyzed and compared.

The Principal's Rating was based on a checklist with descriptors. This instrument has had no technical analysis. Presumably, it reflects a generalized perception of the teacher's functioning in the broad context of the school.

Attitudinal data comparing NTSU-DTEC program participants with those from conventional programs after one year of teaching are presented in Table IV.

TABLE IV
ATTITUDINAL DATA-MEAN SCORES
NTSU-DTEC FIRST YEAR TEACHER AND CONVENTIONAL PROGRAM

| FACTOR/INSTRUMENT | NTSU-DTEC N = 71 | CONVENTIONAL STUDENTS N = 41 | t | P |
|---|---|---|---|---|
| DIRECTED IMAGINATION TEST | | | | |
| Optimism | 4.61 | 3.67 | 3.43 | .0045 |
| Teaching Role ID | 4.20 | 3.73 | 2.20 | .0263 |
| Empathy Toward Children | 4.68 | 4.14 | 2.29 | .0087 |
| Self-Ability Perception | 4.28 | 4.04 | 1.26 | .3505 |
| General Adjustment | 4.14 | 3.71 | 2.12 | .0926 |
| SELF REPORT INVENTORY | | | | |
| Self-Ability | 26.60 | 26.63 | 0.04 | .9513 |
| Others Scale | 26.18 | 25.90 | 0.52 | .5510 |
| Children Scale | 27.15 | 26.87 | 0.44 | .4797 |
| Hope Scale | 26.51 | 26.29 | 0.36 | .9626 |
| Total Adjustment | 201.61 | 202.29 | 0.19 | .6000 |

As may be noted, the NTSU-DTEC graduates are significantly higher on three variables of the Directed Imagination Test. The differences in scores on the Self Report Inventory were not significant.

Teacher performance ratings from the Teaching Analysis Instrument and Principals Ratings are presented in Table V.

TABLE V
FIRST YEAR PERFORMANCE DATA-MEAN SCORES
NTSU-DTEC TEACHERS AND CONVENTIONAL PROGRAM TEACHERS

| FACTOR/INSTRUMENT | NTSU-DTEC PROGRAM (N = 71) | CONVENTIONAL PROGRAM (N - 41) | t | P |
|---|---|---|---|---|
| TAI | 84.51 | 77.09 | 2.91 | .0168 |
| PR | 38.53 | 37.57 | 1.29 | .3089 |

As may be seen in Table V the performance ratings by an outside observer favor the first year teachers from the NTSU-DTEC program. The principals' perceptions reveal no significant differences.

Table VI shows performance data comparing first year inner-city teachers from the NTSU-DTEC programs to first-year teachers from conventional programs. Students from the NTSU-DTEC program scored significantly higher on the Teacher Analysis Instrument. The difference in the Principals Rating was not significant.

TABLE VI
FIRST YEAR PERFORMANCE DATA-MEAN SCORES
NTSU-DTEC INNER-CITY TEACHERS AND CONVENTIONAL PROGRAM INNER-CITY TEACHERS

| FACTOR/INSTRUMENT | NTSU-DTEC PROGRAM (N = 50) | CONVENTIONAL PROGRAM (N = 26) | t | P |
|---|---|---|---|---|
| TAI | 84.10 | 75.76 | 2.48 | .0284 |
| PR | 38.82 | 37.46 | 1.49 | .2246 |

The data presented above generally support the NTSU-DTEC program. All significant findings of both pre-post test and the comparative tests favor the experimental group. A question may be raised about the apparent short term effects as measured by the SRI since the gains made from pre to post test apparently wash out over a period of a year. Likewise, no control was possible on the testing effects of the DI. The program participants were administered this instrument three times and the teachers graduating from the conventional program only once.

Even with these limitations the positive results from the formal evaluation and extensive non-quantitative data including student and supervising teacher feedback and attrition rates attest to the efficacy of the program.

Secondary Programs: Follow-Up Study Results

During the West Dallas Teacher Education Projects' first four years (Fall, 1972 - Spring, 1976), 280 students successfully completed their teacher certification requirements through the program. Researchers were able to determine current addresses for 260 of the 280 project graduates. A questionnaire instrument was designed to assess a number of variables, the most important of which were to obtain the project graduates' (a) perceptions of the appropriateness of their preparation and (b) their recommentations for program improvement. Questionnaires were mailed to the 260 project graduates for whom addresses were known. Completed questionnaires were returned by 250 projects graduates (96 per cent). Below is a summary of the data obtained on (a) and (b) above. Three sections of the findings of the study are presented below.

TABLE VII

AREAS OF BEST PREPARATION BY WEST DALLAS PROJECT EXPERIENCES

| Area | Number | Per Cent |
|---|---|---|
| Understanding of Culturally Different Students | 136 | 81.9 |
| Classroom Management and Control | 129 | 77.7 |
| Adjusting to the Role of a Teacher | 107 | 64.5 |
| Providing for Individual Differences | 77 | 46.4 |
| Planning and Preparing Effective Lessons and Units | 62 | 37.3 |
| Stimulating Interest Among Students | 50 | 30.1 |
| Questioning Skills | 41 | 24.7 |
| Values Clarification | 40 | 24.1 |

Preparation

West Dallas Project graduates were asked to check no more than five problem areas common to new teachers which they were best prepared for by their experiences in the project. Similarly, they were asked to check no more than five problem areas common to new teachers which they were least well prepared for by their experiences in the project. Tabulations for these items appear in Table VII and Table VIII, respectively.

The three areas of "best preparation," according to the graduates (Table VII), were (a) understanding of culturally different students, (b) classroom management and control, and (c) adjusting to the role of a teacher. The three areas of "least preparation," according to the graduates (Table VIII), were (a) keeping of records and reports, (b) supervising extra curricular activities, and (c) use of instructional media and resources.

TABLE VIII

AREAS OF LEAST PREPARATION BY WEST DALLAS PROJECT EXPERIENCES

| Area | Number | Per Cent |
|---|---|---|
| Keeping of Records and Reports | 93 | 56 |
| Supervising Extra Curricular Activities | 71 | 42.8 |
| Use of Instructional Media and Resources | 58 | 34.9 |
| Evaluating Student Progress | 53 | 31.9 |
| Planning with Students | 50 | 30.1 |
| Stimulating Interest Among Students | 39 | 23.5 |
| Becoming Accepted by More Experienced Teachers | 34 | 20.5 |
| Planning and Preparing Effective Lessons and Units | 33 | 19.9 |
| Values Clarification | 24 | 14.5 |

As Table VII indicates, a substantial number of the graduates (77) also felt that the project had prepared them to provide for the individual differences of students. Additionally, sixty-two graduates indicated that they were well prepared to plan and prepare effective lessons and units; however, some thirty graduates considered their preparation to be inadequate (Table VIII).

Principals' Ratings of Project Graduates

A Teacher Appraisal Sheet was sent to principals of all Project graduates who had taught at least one year. Principals were asked to rate Project graduates in comparison to other beginning teachers with whom they had worked. They completed and returned 166 appraisal sheets for Project graduates.

TABLE IX

PRINCIPALS' RATINGS OF PROJECT GRADUATES

| Characteristics | Superior | | Excellent | | Good | | Fair | | Poor | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Per Cent | Number | Per Cent | Number | Per Cent | Number | Per Cent | Number | Per Cent |
| Classroom Management | 24 | 14.5 | 60 | 36.1 | 54 | 32.5 | 19 | 11.4 | 9 | 5.4 |
| Understanding of Culturally Different Students | 27 | 16.3 | 72 | 43.4 | 50 | 30.1 | 13 | 7.8 | 4 | 2.4 |
| Sensitivity to the Needs of Individual Students | 36 | 21.7 | 68 | 41 | 39 | 23.5 | 17 | 10.2 | 6 | 3.6 |
| Pupil-Teacher Relationships | 37 | 23.4 | 61 | 36.7 | 44 | 26.5 | 15 | 9 | 9 | 5.4 |
| Professional Attitude and Conduct | 42 | 25.3 | 57 | 34.3 | 41 | 24.7 | 16 | 9.6 | 10 | 6 |
| Preparation and Planning | 37 | 22.3 | 57 | 34.4 | 55 | 33.1 | 12 | 7.2 | 5 | 3 |
| Knowledge of Subject Matter | 36 | 21.7 | 74 | 44.6 | 52 | 31.3 | 4 | 2.4 | 0 | 0 |
| Public Relations | 32 | 19.3 | 53 | 31.9 | 51 | 30.7 | 22 | 13.3 | 8 | 4.8 |
| Techniques of Instruction | 30 | 18.1 | 57 | 34.4 | 58 | 34.9 | 17 | 10.2 | 5 | 3 |
| Overall Ratings | 34 | 20.5 | 63 | 38 | 46 | 27.7 | 19 | 11.4 | 4 | 2.4 |

Table IX shows that on each of the ten charactistics identified on the Teacher Appraisal Sheet that 94% of Project Teachers were rated by the principals as "fair" or better. Over 50% of the Project graduates were rated as "excellent" or "superior" by the principals on all of the characteristics, while less than 20% were rated as

"fair" or "poor" on any of the characteristics. In brief, it would appear that the principals included in the survey are, in general, satisfied with the Project graduates.

Summarizing Comments From Project Graduates

Appendix A contains a summary of quotes from West Dallas Teacher Education Project graduates concerning their overall evaluations of their experiences in the Project.

Contribution to the Improvement of Teacher Education

The NTSU-DTEC-FWTEC Collaborative-Responsive Model contributes to the improvement of teacher education in the following ways:

1. It demonstrates an effective teacher preparation program in a teacher center(s) setting.
2. It demonstrates a model which can be easily replicated in other urban settings.
3. It demonstrates a theoretical model with a strong research component.
4. It clearly defines the goals and objectives of the teacher education program, and then identifies the competencies that program participants must possess in order to accomplish these goals. (This is considered an essential element in an age of educational accountability).
5. It provides for a well-trained, qualified teacher who is especially equipped for successful teaching in educationally disadvantaged inner-city schools.
6. It provides a more clinically oriented, less sterile, pre-service teacher education training experience than is available in traditional university campus-based teacher preparation programs.

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# APPENDIX A

## APPENDIX A

## SUMMARIZING COMMENTS FROM STUDENTS

The following comments were made by West Dallas Project graduates when asked for their overall evaluation of their student teaching experiences:

"I think I was better prepared to teach in the inner-city schools than some of the teachers I have seen who didn't go through the inner-city program."

"Basically I babysat '500' girls per day. Too many to teach anything to anyone."

"The practical experience that I received was invaluable in shaping my teaching style."

"I enjoyed it, I just wish I could have gotten a job in the inner-city Dallas Area."

"The best thing about my student teaching was the practical experience coinciding with the close contact with Richard Simms, the university coordinator, and the seminar of education courses. I believe the two should be done at the same time. Also valuable to me was the new perspective I obtained on schools in lower socio-economic neighborhoods. I would definitely have benefitted by a social studies methods course being worked into the program. I see that as a lack of my education."

"I believe that I was thoroughly prepared by NTSU to enter the teaching profession."

"I had some problems but I enjoyed it. I would recommend that everyone try it."

"Very important to my development as a teacher."

"The best possible course I could have taken upon entering teaching with the DISD."

"Extremely satisfied with the West Dallas Project."

"Teaching at Sequoyah was HELL!"

"There was 'textbook stuff' to learn but perhaps the most valuable aspect was feeling successful upon completion of the project."

"I did not learn how to teach but how to handle discipline. My cooperating teacher did very little teaching."

"It was most beneficial although somewhat lacking in reality. In my present situation, "To Sir With Love" is a whitewash."

"I feel it was sufficient preparation for learning to plan lessons and teach, but it never indicated the duties and responsibilities of a teacher(besides her students)."

"I feel I wasn't ready for the teaching obligations imposed on me; partially my own weakness, partially the insensitivity of my supervisors."

"Most beneficial and enjoyable."

"Terrific--Gerald Ponder's input was excellent--I got lots of experience and had a real taste of teaching."

"Difficult but rewarding; developed a new philosophy."

"Good, classroom work was invaluable."

"I felt that the program was most effective in exposing the individual to the most strenuous aspects of teaching. If one can teach at Pinkston, he can teach anywhere."

"Moderately effective--No control for teaching, only experience as a disciplinarian."

"It was helpful to obtain a job with DISD and gave insight and some experience with education in low income areas."

"I enjoyed the experience a great deal and I feel that I learned a lot."

"Very positive. I learned a lot that I have used in my classroom."

"Good. But could have had a better cooperating teaching."

"I believe the overall experience is far superior to the average; however, I think the cooperating teachers were not totally attuned to the needs of the project paricipants."

"Moderately good--Moderately bad."

"Upon the completion of the project I felt the experience was very beneficial. After substitute teaching in Fort Worth I see the project as the best method for teacher preparation."

"It gave me a lot of answers--some good, some not so good."

"Excellent! All student teaching programs should be as extended as our project. Being there was an eye-opening experience."

"I gained valuable teaching experience which helped me to enter the profession (although I was a substitute for 3 years) with an objective viewpoint."